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ABSTRACT

The purpose of this study is to establish an action research plan for teachers to improve student outcomes by assessing, describing, and changing their classroom environment. Teachers used this information to develop intervention strategies designed to change the students' perceptions of their actual classroom environment to more closely mirror their preferred classroom environment perceptions. This study also explores the willingness of the teachers to be involved in such a learning environment study and how their perceptions of the school-level environment affected this. This report demonstrated several factors affecting a teacher's willingness to accept the need for classroom environment change. It also shows that teachers could assess, describe, and change their classroom environments by using student perceptions of their learning environments. School-Level Environment Questionnaire is included in this report. (KHR)

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Effects of Teachers School-level Environment Perceptions on Changing Elementary Mathematics Classroom Environments

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Paper Presentation at the annual meeting of the American Educational Research Association
Chicago, April 21-25, 2003

1.0 Purposes

The purpose of this study was to establish an action research plan for teachers to improve student outcomes by assessing, describing, and changing their classroom environments. This study relied on student perceptions, using survey responses, to assess and describe the classroom environment. Teachers used this information to develop intervention strategies designed to change the students' perceptions of their actual classroom environment to more closely mirror their preferred classroom environment perceptions. What was unique in this study was an investigation of the willingness of the teachers to be involved in such a learning environment study and how their perceptions of the school-level environment affected this.

2.0 Perspectives

One orientation of past learning environment research involved the investigation of associations between student's cognitive and affective learning outcomes and their perceptions of their classroom environments (Fraser, 1999). Research suggests that class achievement can be enhanced by changing the actual classroom environment in ways that make it more congruent with the environment preferred by the class (Fraser & Fisher, 1983).

Students have shown that they are more reliable judges of the quality of instruction and tend to agree about which characteristics contribute to good learning (Cleveland, 1992). Even first grade students are aware of differences in instructional and

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emotional climate (Kuklinsk & Weinstein, 2000). By the third grade, most students could tell you if they like or hate school, which teachers are caring and if they are learning (Fish & Dane, 2000). It has also been reported that elementary school students were capable of differentiating between teachers' facial expressions and body language when they referred to, or spoke with, high-achievers, despite teachers' attempts to control these differences (Babad, Bernieri & Rosenthal, 1991). Kuklinsk & Weinstein (2000) also reported that children were able to perceive that there were different learning environments within the same classroom for high-achieving students compared with low-achieving students.

The beliefs teachers themselves have about teaching and learning and the nature of the expectations they hold for students also exert a powerful influence (Raffini, 1993). Teachers who treat children more equitably are more likely to subscribe to the belief that intelligence is to some extent malleable and can be influenced through teaching (Kuklinsk & Weinstein, 2000).

Stipek (1988) noted how students expect to learn when their teachers expect them to learn. The associations between teacher expectations and actual student learning outcomes are related not just to teacher expectations themselves, but also to the coupling of teacher expectations and patterns of teacher behaviors (Caruther, 1995).

It is not enough to collect data; something must be done with it (Freiberg & Stein, 1999). There are several reasons that change needs to be initiated in classrooms to establish academic environments more favorable to students and to promote constructivist-based teaching practices (Stepanek, 2000).

It has been hypothesized that changes in the classroom learning environment would result if teachers were involved in defining an instructional approach, identifying its characteristics, and steadying the implementation procedures and effects on their own classes (Talmage & Hart, 1977).

A valuable tool for teachers to use in changing the classroom environment is knowledge about ways of assessing and improving classroom learning environments

to enhance learning outcomes (Fraser, Yarrow, & Millwater, 1997). The learning environment is a key component in guiding students towards an interactive and constructivist approach to learning (Stepanek, 2000). Teachers can analyze and re-design their classroom environments to facilitate a constructivist, problem centered, approach to mathematics teaching and learning (Richardson, 1997). However, the ambiguity of not knowing a right answer or right procedure is scary business. Some teachers resist establishing constructivist strategies in their teaching style (Erickson, 1998).

It might not always be possible to initiate reforms in classrooms simply by providing teachers with feedback about the manner in which students perceive the psychosocial environment (Jakubowski & Tobin, 1991). Research has shown teachers will only consider changing classroom environments when they see a need. Obtaining feedback and reflecting critically on successful research proven teaching practices may not be enough to have teachers take the risk of changing from their present teaching styles (Waxman, 1991).

Teachers should strive to create productive classroom learning environments as identified by classroom environment research (Fraser, 1998). This research study was designed for teachers to integrate theory with practical work to produce positive student outcomes and productive classrooms by assessing, describing, and changing their mathematics classroom environments.

3.0 Methods

Considerable research and reflection was given to the various research methods available to frame this research project. It was concluded that good research practice involves triangulation, the use multiple methods or data sources to enhance the validity of findings (Mathison, 1988). Therefore, this study employed the use of student and teacher surveys, and the case studies of two teachers. The accumulated data were then compared to assess describe, and give meaning to teacher attitudes of students' perceptions of the mathematics classroom environments.

The multiple data collection techniques allowed a more complete view of the learning environment through the eyes of those participants, teachers, and students, functioning within the classroom setting. By triangulating quantitative and qualitative data sources, it was believed a more complex view of elementary mathematics classroom learning environments could be obtained.

To obtain the teachers' perceptions of their work environment, the School Level Environment Questionnaire (SLEQ) (Fisher & Fraser, 1990) (see Appendix A, B and C) was utilized in both the preferred and actual forms. The SLEQ measured the teachers' perspective of the school environment with eight scales, Student Support, Affiliation, Professional Interest, Staff Freedom, Participatory Decision Making, Innovation, Resource Adequacy, and Work Pressure. The preferred form of the SLEQ measures the teachers' perceptions of their preferred or ideal school environment while actual form measures the teachers' perceptions of their present school environment. The SLEQ was selected because it is a proven, valid, and reliable questionnaire. The SLEQ was administered to the two teachers participating in the study.

The classroom environment questionnaire, My Class Inventory (Fisher & Fraser, 1981) (see Appendix E and F) in both preferred and actual forms, was used to assess student classroom perceptions in the two teachers' mathematics classrooms. The MCI contains five scales, Satisfaction, Friction, Competitiveness, Difficulty, and Cohesiveness.

Numerous measures have been developed to tap younger and older children's perceptions of key dimensions of the classroom environment (Fraser, 1998). However, the MCI has proven most useful in assessing elementary level environments with a minimum of fatigue to younger students. The questionnaire was also selected because it is economical in terms of administration and scoring, is an established practical instrument, and produces a manageable amount of data for teachers exposed to classroom environment research for the first time. The MCI data were used to introduce the project teachers to the basic domains of the classroom environment.

4.0 Data sources

Two elementary mathematics teachers volunteered to participate in the study. One teacher taught grade 4 and the other grade 5. Each teacher taught two mathematics classes a day, a morning homeroom class, and an afternoon class. The teachers agreed to take part in the study with their morning homeroom mathematics class. They declined to have their afternoon classes in the study. The teachers expressed a reluctance to take professional responsibility or ownership for their afternoon classes.

The study was conducted in an elementary school in the USA. The school's population was approximately 850 students enrolled in pre-kindergarten through grade 5 classes. The school was federally designated a Title I school based on the percentage of students (91%) eligible for free lunch, which is based on low family income. The school population had a student mobility rate of 43%. For the past two years, the school was rated a "D School," on an A to F scale, based on state mandated and national standardized test results in reading, writing, and mathematics.

5.0 Results and Conclusions

This study demonstrated that several factors affected a teacher's willingness to accept the need for classroom environment change. First, the teachers' were affected by their willingness to accept the effect that classroom environments played in producing student outcomes. Second, it was necessary for teachers to give validity to their student perceptions of the learning environment. Thirdly, and possibly most importantly, it proved essential for the teachers to be aware of the effect their school site environment had on their motivation to implement effective change to the classroom environment.

Both teachers showed interest in the concept of classroom environment research. They also stated involvement in the project made them more aware of their classroom environment throughout the project. However, where one teacher was willing to value the importance of the students' perceptions of the classroom environment the other was not.

Both teachers' school environment perceptions proved to have a greater affect on their willingness to change their classroom environments than the researchers predicted. Although both teachers had similar perceptions of the school environment, the resultant effect was different. One teacher appeared to be more resilient to the effects of the school environment and willing to change the classroom environment. The other teacher allowed school environment perceptions to affect her willingness to accept student perceptions of the classroom environment.

In conclusion, this project did show teachers could assess, describe, and change their classroom environments by using student perceptions of their learning environments. However, having teachers perceive the need for change and being willing to make those changes is strongly affected by the influences of the school environment. The teachers' reactions to the school environment proved to be a complicated process.

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Item 5

SLEQ

set
number two 1990

School-Level Environment Questionnaire

Developed by
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1. Using and scoring the SLEQ
2. *Actual* Form
3. *Preferred* Form
4. Score Sheet

Using and scoring the SLEQ

The scoring procedure is the same for both Forms, *Actual* and *Preferred*.

The items are arranged in cyclic order: the first item measures *Student Support*, the second measures *Affiliation*, the third *Professional Interest* ... up to the eighth, *Work Pressure*. The ninth measures *Student Support* (again), the tenth *Affiliation* (again); and so on.

Some items are scored in this direction: 5 for Strongly Agree, 4 for Agree, 3 for Neither Agree nor Disagree, 1 for Strongly Disagree. These items are marked plus (+) in the chart below.

Some items are scored in the opposite direction: 1 for Strongly Agree, 2 for Agree, 3 for Neither Agree nor Disagree, 4 for Disagree, 5 for Strongly Disagree. These items are marked minus (−) in the chart below.

Omitted or invalid responses are given a score of 3.

1. Give a score to each question, using the chart to work out which score to give.
2. Add across the rows.
3. Add total staff scores across the rows.
4. Average the staff scores across the rows.
5. Make a graph (profile) of the results.

Scoring
School Level Environment Questionnaire

Scale	Items and Scoring Direction
Student Support	1−, 9+, 17+, 25−, 33+, 41+, 49−.
Affiliation	2−, 10+, 18−, 26+, 34−, 42+, 50−.
Professional Interest	3+, 11−, 19−, 27+, 35−, 43+, 51+.
Staff Freedom	4−, 12+, 20−, 28+, 36+, 44−, 52−.
Participatory Decision Making	5−, 13−, 21+, 29+, 37+, 45−, 53−.
Innovation	6−, 14+, 22−, 30+, 38−, 46+, 54+.
Resource Adequacy	7+, 15−, 23+, 31+, 39−, 47−, 55+.
Work Pressure	8+, 16+, 24−, 32+, 40−, 48−, 56+.

\+ Items are scored 5 for Strongly Agree, 4 for Agree, 3 for Not Sure, 2 for Disagree and 1 for Strongly Disagree.
− Items are scored in the reverse manner.

Example

Scoring

						Sign	score
1.	SD	(D)	N	A	SA	−	4
2.	SD	D	N	(A)	SA	−	2
3.	SD	D	N	A	(SA)	+	5
4.	(SD)	D	N	A	SA	−	5

and so on.

Aggregating scores for one teacher

Student Support								
Question no.	1	9	17	25	33	41	49	Total
Score	4	3	1	2	5	3	2	20
Affiliation								
Question no.	2	10	18	26	34	42	50	Total
Score	2	3	2	2	1	2	3	15

and so on.

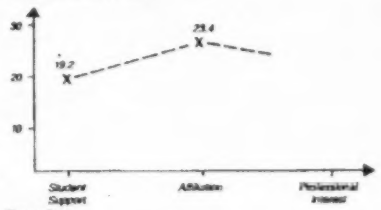
Aggregating scores for whole staff (of 5)

Student Support 20 + 21 + 30 + 15 + 10 = 96
Affiliation 15 + 28 + 24 + 30 + 20 = 117
and so on.

Averaging staff score

Student Support 96 divided by 5 = 19.2
Affiliation 117 divided by 5 = 23.4
and so on.

Graphing (Staff Profile)



Copying

You may copy and use the SLEQ in your school. The authors will be most interested in any results and comments that arise from its use. Correspondence to Dr Darrell Fisher, Department of Adult Learning and Post-Graduate Study, Tasmanian State Institute of Technology, P.O. Box 1214, Launceston, Tasmania, Australia, 7250.

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School-Level Environment Questionnaire (SLEQ)

PREFERRED Form

There are 56 items in this questionnaire. They are statements to be considered in the context of the school in which you work and your *preferred* or *ideal* working environment.

Think about how well the statements describe the school environment in which you would *prefer* to work.

Indicate your answer on the score sheet by circling:

SD If you *strongly disagree* with the statement;
D If you *disagree* with the statement;
N If you neither agree nor disagree with the statement or are not sure;
A If you *agree* with the statement;
SA If you *strongly agree* with the statement;

If you change your mind about a response, cross out the old answer and circle the new choice.

1. There would be many disruptive, difficult students in the school.
2. I would seldom receive encouragement from colleagues.
3. Teachers would frequently discuss teaching methods and strategies with each other.
4. I would often be supervised to ensure that I followed directions correctly.
5. Decisions about the running of the school usually would be made by the principal or a small group of teachers.
6. It would be very difficult to change anything in the school.
7. The school or department library would include an adequate selection of books and periodicals.
8. There would be constant pressure to keep working.
9. Most students would be helpful and co-operative to teachers.
10. I would feel accepted by other teachers.
11. Teachers would avoid talking with each other about teaching and learning.
12. I would not be expected to conform to a particular teaching style.
13. I would have to refer even small matters to a senior member of staff for a final answer.
14. Teachers would be encouraged to be innovative in the school.
15. The supply of equipment and resources would not be adequate.
16. Teachers would have to work long hours to complete all their work.
17. Most students would be pleasant and friendly to teachers.
18. I would be ignored by other teachers.
19. Professional matters seldom would be discussed during staff meetings.
20. It would be considered very important that I closely follow syllabuses and lesson plans.
21. Action could usually be taken without gaining the approval of the subject department head or a senior member of staff.
22. There would be a great deal of resistance to proposals for curriculum change.
23. Video equipment, tapes and films would be readily available and accessible.
24. Teachers would not have to work very hard in this school.
25. There would be many noisy, badly-behaved students.
26. I would feel that I could rely on my colleagues for assistance if I needed it.
27. Many teachers would attend inservice and other professional development courses.
28. There would be few rules and regulations that I would be expected to follow.
29. Teachers frequently would be asked to participate in decisions concerning administrative policies and procedures.
30. Most teachers would like the idea of change.
31. Adequate duplicating facilities and services would be available to teachers.
32. There would be no time for teachers to relax.
33. Students would get along well with teachers.
34. My colleagues seldom would take notice of my professional views and opinions.
35. Teachers would show little interest in what was happening in other schools.
36. I would be allowed to do almost as I please in the classroom.
37. I would be encouraged to make decisions without reference to a senior member of staff.
38. New courses or curriculum materials seldom would be implemented in the school.
39. Tape-recorders and cassettes seldom would be available when needed.
40. You could take it easy and still get the work done.
41. Most students would be well-mannered and respectful to the school staff.
42. I would feel that I had many friends among my colleagues at the school.
43. Teachers would be keen to learn from their colleagues.
44. My classes would be expected to use prescribed textbooks and prescribed resource materials.
45. I would have to ask my subject department head or senior member of staff before I did most things.
46. There would be much experimentation with different teaching approaches.
47. Facilities would not be adequate for catering for a variety of classroom activities and learning groups of different sizes.
48. Seldom would there be deadlines to be met.
49. Very strict discipline would be needed to control many of the students.
50. I would often feel lonely and left out of things in the staffroom.
51. Teachers would show considerable interest in the professional activities of their colleagues.
52. I would be expected to maintain very strict control in the classroom.
53. I would have very little say in the running of the school.
54. New and different ideas would always be tried out in the school.
55. Projectors for filmstrips, transparencies and films would usually be available when needed.
56. It would be hard to keep up with your workload.

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School-Level Environment Questionnaire (SLEQ)

ACTUAL Form

There are 56 items in this questionnaire. They are statements to be considered in the context of the school in which you work and your *actual* working environment.

Think about how well the statements describe your school environment.

Indicate your answer on the score sheet by circling:

SD If you *strongly disagree* with the statement;
D If you *disagree* with the statement;
N if you neither agree nor disagree with the statement or are not sure;
A If you *agree* with the statement;
SA If you *strongly agree* with the statement;

If you change your mind about a response, cross out the old answer and circle the new choice.

1. There are many disruptive, difficult students in the school.
2. I seldom receive encouragement from colleagues.
3. Teachers frequently discuss teaching methods and strategies with each other.
4. I am often supervised to ensure that I follow directions correctly.
5. Decisions about the running of the school are usually made by the principal or a small group of teachers.
6. It is very difficult to change anything in this school.
7. The school or department library includes an adequate selection of books and periodicals.
8. There is constant pressure to keep working.
9. Most students are helpful and co-operative to teachers.
10. I feel accepted by other teachers.
11. Teachers avoid talking with each other about teaching and learning.
12. I am not expected to conform to a particular teaching style.
13. I have to refer even small matters to a senior member of staff for a final answer.
14. Teachers are encouraged to be innovative in this school.
15. The supply of equipment and resources is inadequate.
16. Teachers have to work long hours to complete all their work.
17. Most students are pleasant and friendly to teachers.
18. I am ignored by other teachers.
19. Professional matters are seldom discussed during staff meetings.
20. It is considered very important that I closely follow syllabuses and lesson plans.
21. Action can usually be taken without gaining the approval of the subject department head or a senior member of staff.
22. There is a great deal of resistance to proposals for curriculum change.
23. Video equipment, tapes and films are readily available and accessible.
24. Teachers don't have to work very hard in this school.
25. There are many noisy, badly-behaved students.
26. I feel that I could rely on my colleagues for assistance if I needed it.
27. Many teachers attend inservice and other professional development courses.
28. There are few rules and regulations that I am expected to follow.
29. Teachers frequently are asked to participate in decisions concerning administrative policies and procedures.
30. Most teachers like the idea of change.
31. Adequate duplicating facilities and services are available to teachers.
32. There is no time for teachers to relax.
33. Students get along well with teachers.
34. My colleagues seldom take notice of my professional views and opinions.
35. Teachers show little interest in what is happening in other schools.
36. I am allowed to do almost as I please in the classroom.
37. I am encouraged to make decisions without reference to a senior member of staff.
38. New courses or curriculum materials are seldom implemented in the school.
39. Tape recorders and cassettes are seldom available when needed.
40. You can take it easy and still get the work done.
41. Most students are well-mannered and respectful to the school staff.
42. I feel that I have many friends among my colleagues at this school.
43. Teachers are keen to learn from their colleagues.
44. My classes are expected to use prescribed textbooks and prescribed resource materials.
45. I must ask my subject department head or senior member of staff before I do most things.
46. There is much experimentation with different teaching approaches.
47. Facilities are inadequate for catering for a variety of classroom activities and learning groups of different sizes.
48. Seldom are there deadlines to be met.
49. Very strict discipline is needed to control many of the students.
50. I often feel lonely and left out of things in the staffroom.
51. Teachers show considerable interest in the professional activities of their colleagues.
52. I am expected to maintain very strict control in the classroom.
53. I have very little say in the running of the school.
54. New and different ideas are always being tried in this school.
55. Projectors and filmstrips, transparencies and films are usually available when needed.
56. It is hard to keep up with your workload.

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Appendix D

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SLEQ
Score Sheet
Actual Form

1	SD	D	N	A	SA
2	SD	D	N	A	SA
3	SD	D	N	A	SA
4	SD	D	N	A	SA
5	SD	D	N	A	SA
6	SD	D	N	A	SA
7	SD	D	N	A	SA
8	SD	D	N	A	SA
9	SD	D	N	A	SA
10	SD	D	N	A	SA
11	SD	D	N	A	SA
12	SD	D	N	A	SA
13	SD	D	N	A	SA
14	SD	D	N	A	SA
15	SD	D	N	A	SA
16	SD	D	N	A	SA
17	SD	D	N	A	SA
18	SD	D	N	A	SA
19	SD	D	N	A	SA
20	SD	D	N	A	SA
21	SD	D	N	A	SA
22	SD	D	N	A	SA
23	SD	D	N	A	SA
24	SD	D	N	A	SA
25	SD	D	N	A	SA
26	SD	D	N	A	SA
27	SD	D	N	A	SA
28	SD	D	N	A	SA
29	SD	D	N	A	SA
30	SD	D	N	A	SA
31	SD	D	N	A	SA
32	SD	D	N	A	SA
33	SD	D	N	A	SA
34	SD	D	N	A	SA
35	SD	D	N	A	SA
36	SD	D	N	A	SA
37	SD	D	N	A	SA
38	SD	D	N	A	SA
39	SD	D	N	A	SA
40	SD	D	N	A	SA
41	SD	D	N	A	SA
42	SD	D	N	A	SA
43	SD	D	N	A	SA
44	SD	D	N	A	SA
45	SD	D	N	A	SA
46	SD	D	N	A	SA
47	SD	D	N	A	SA
48	SD	D	N	A	SA
49	SD	D	N	A	SA
50	SD	D	N	A	SA
51	SD	D	N	A	SA
52	SD	D	N	A	SA
53	SD	D	N	A	SA
54	SD	D	N	A	SA
55	SD	D	N	A	SA
56	SD	D	N	A	SA

4

SLEQ
Score Sheet
Preferred Form

1	SD	D	N	A	SA
2	SD	D	N	A	SA
3	SD	D	N	A	SA
4	SD	D	N	A	SA
5	SD	D	N	A	SA
6	SD	D	N	A	SA
7	SD	D	N	A	SA
8	SD	D	N	A	SA
9	SD	D	N	A	SA
10	SD	D	N	A	SA
11	SD	D	N	A	SA
12	SD	D	N	A	SA
13	SD	D	N	A	SA
14	SD	D	N	A	SA
15	SD	D	N	A	SA
16	SD	D	N	A	SA
17	SD	D	N	A	SA
18	SD	D	N	A	SA
19	SD	D	N	A	SA
20	SD	D	N	A	SA
21	SD	D	N	A	SA
22	SD	D	N	A	SA
23	SD	D	N	A	SA
24	SD	D	N	A	SA
25	SD	D	N	A	SA
26	SD	D	N	A	SA
27	SD	D	N	A	SA
28	SD	D	N	A	SA
29	SD	D	N	A	SA
30	SD	D	N	A	SA
31	SD	D	N	A	SA
32	SD	D	N	A	SA
33	SD	D	N	A	SA
34	SD	D	N	A	SA
35	SD	D	N	A	SA
36	SD	D	N	A	SA
37	SD	D	N	A	SA
38	SD	D	N	A	SA
39	SD	D	N	A	SA
40	SD	D	N	A	SA
41	SD	D	N	A	SA
42	SD	D	N	A	SA
43	SD	D	N	A	SA
44	SD	D	N	A	SA
45	SD	D	N	A	SA
46	SD	D	N	A	SA
47	SD	D	N	A	SA
48	SD	D	N	A	SA
49	SD	D	N	A	SA
50	SD	D	N	A	SA
51	SD	D	N	A	SA
52	SD	D	N	A	SA
53	SD	D	N	A	SA
54	SD	D	N	A	SA
55	SD	D	N	A	SA
56	SD	D	N	A	SA

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Appendix E

SUPPLEMENT B

MY CLASS INVENTORY

STUDENT PREFERRED SHORT FORM

DIRECTIONS

This is not a test. The questions are to find out what you would like or prefer your class to be like.

Each sentence is meant to describe what your preferred class is like. Draw a circle around

YES if you AGREE with the sentence
NO if you DON'T AGREE with the sentence.

EXAMPLE

27. Most pupils in our class would be good friends.

If you agree that you'd prefer that most pupils in the class would be good friends, circle the Yes like this:

(Yes) No

If you don't agree that you would prefer that most pupils in the class would be good friends, circle the No like this:

Yes (No)

Please answer all questions. If you change your mind about an answer, just cross it out and circle the new answer.
Don't forget to write your name and other details below.

NAME _____ SCHOOL _____ CLASS _____

Remember you are describing your preferred classroom	Circle Your Answer	For Teacher's Use
1. The pupils would enjoy their schoolwork in my class.	Yes No	___
2. Pupils would be always fighting with each other.	Yes No	___
3. Pupils often would race to see who can finish first.	Yes No	___
4. In my class the work would be hard to do.	Yes No	___
5. In my class everybody would be my friend.	Yes No	___
6. Some pupils wouldn't be happy in my class.	Yes No	R ___
7. Some pupils in my class would be mean.	Yes No	___
8. Most pupils would want their work to be better than their friend's work.	Yes No	___
9. Most pupils would be able to do their schoolwork without help.	Yes No	R ___
10. Some pupils in my class would not be my friends.	Yes No	R ___
11. Pupils would seem to like my class.	Yes No	___
12. Many pupils in my class would like to fight.	Yes No	___
13. Some pupils would feel bad when they didn't do as well as the others.	Yes No	___
14. Only the smart pupils would be able to do their work.	Yes No	___
15. All pupils in my class would be close friends.	Yes No	___
16. Some pupils wouldn't like my class.	Yes No	R ___
17. Certain pupils always would want to have their own way.	Yes No	___ "
18. Some pupils always would try to do their work better than the others.	Yes No	___
19. Schoolwork would be hard to do.	Yes No	___
20. All pupils in my class would like one another.	Yes No	___
21. My class would be fun.	Yes No	___
22. Pupils in my class would fight a lot.	Yes No	___
23. A few pupils in my class would want to be first all of the time.	Yes No	___
24. Most pupils in my class would know how to do their work.	Yes No	R ___
25. Pupils in my class would like each other as friends.	Yes No	___

For Teacher's Use Only: S ___ F ___ Cm ___ D ___ Ch ___

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Appendix F

SUPPLEMENT A

MY CLASS INVENTORY

STUDENT ACTUAL SHORT FORM

DIRECTIONS

This is not a test. The questions are to find out what your class is actually like.

Each sentence is meant to describe what your actual classroom is like. Draw a circle around

YES if you AGREE with the sentence

NO if you DON'T AGREE with the sentence.

EXAMPLE

27 Most pupils in our class are good friends.

If you agree that most pupils in the class actually are good friends, circle the Yes like this:

(Yes) No

If you don't agree that most pupils in the class actually are good friends, circle the No like this:

Yes (No)

Please answer all questions. If you change your mind about an answer, just cross it out and circle the new answer.

Don't forget to write your name and other details below.

NAME _____ SCHOOL _____ CLASS _____

Remember you are describing your actual classroom	Circle Your Answer	For Teacher's Use
1. The pupils enjoy their schoolwork in my class.	Yes No	___
2. Pupils are always fighting with each other.	Yes No	___
3. Pupils often race to see who can finish first.	Yes No	___
4. In my class the work is hard to do.	Yes No	___
5. In my class everybody is my friend.	Yes No	___
6. Some pupils are not happy in my class.	Yes No	R ___
7. Some pupils in my class are mean.	Yes No	___
8. Most pupils want their work to be better than their friend's work.	Yes No	___
9. Most pupils can do their schoolwork without help.	Yes No	R ___
10. Some pupils in my class are not my friends.	Yes No	R ___
11. Pupils seem to like my class.	Yes No	___
12. Many pupils in my class like to fight.	Yes No	___
13. Some pupils feel bad when they don't do as well as the others.	Yes No	___
14. Only the smart pupils can do their work.	Yes No	___
15. All pupils in my class are close friends.	Yes No	___
16. Some pupils don't like my class.	Yes No	R ___
17. Certain pupils always want to have their own way.	Yes No	___
18. Some pupils always try to do their work better than the others.	Yes No	___ **
19. Schoolwork is hard to do.	Yes No	___
20. All pupils in my class like one another.	Yes No	___
21. My class is fun.	Yes No	___
22. Pupils in my class fight a lot.	Yes No	___
23. A few pupils in my class want to be first all of the time.	Yes No	___
24. Most pupils in my class know how to do their work.	Yes No	R ___
25. Pupils in my class like each other as friends.	Yes No	___

For Teacher's Use Only: S ____ F ____ Cm ____ D ____ Ch ____

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